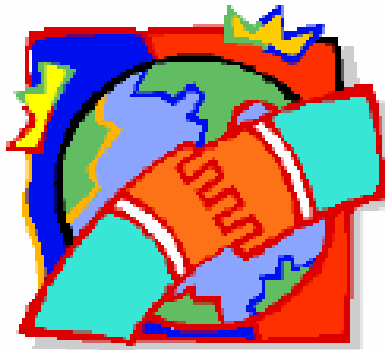


California WIC:
Working with Diverse Staff and Participants
In-service series

Why Culture Matters ...in Communication



In-service # 2
Agency Name:
Trainers:
Date:

Why Culture Matters ... In Communication

All WIC Staff at a clinic site —group of 8 to 15 people including nutrition educators, nutrition assistants, R.D.s, clerks, agency leaders and supervisors, and receptionists.

Why:

Overall- WIC Staff come from as varied a background as the WIC families. Staff have requested training on how culture can impact communication. This workshop series is designed to explore the concepts of cultural diversity and competence.

For this in-service- This is the second in a series of three in-service activities. This in-service explores how culture can influence communication with people from different cultures and introduces concepts of cultural competence.

When: (insert actual day and time)

1-2 hours (may be adjusted as needed), at a staff meeting.

Where: (insert location)

At local agency staff meetings, room arranged with a semicircle of chairs and if needed, small work tables.

What:

- **Welcome and Introductions**
- **Warm-Up –Birthday Line-Up**
- **How Culture Speaks to Us**
- **Closing-Why Consider Culture?**
- **Evaluation**

What for- Objectives for the learner are to:

1. Experience the importance of non-verbal communication when working with people from different cultures
2. Reflect on information about culture.
3. Describe how cultural behaviors affect our work with other staff and WIC participants.

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Leader's Preparation Checklist

Materials needed:

- Flip chart paper and easel
- Colored markers
- Masking tape
- Post-its
- Colored paper, enough for everyone
- Timer (optional) or chimes
- Music, preferably multicultural, and boom box

Handouts:

- Agenda for this in-service
- Why Consider Culture?

Instead of handouts, you can create a Trainee Handbook by editing out the Leader's notes or you can include all the information in the handouts on flipcharts.

Flip charts to prepare:

1. Agenda for this in-service
2. Learning Agreement (optional but recommended)
3. Birthday Line-Up Flip Charts
 - January 1 (put on top half flip chart paper);
 - December 31 (put on bottom half of flip chart paper and tear in ½)
4. Birthday Line-Up Discussion Questions
5. Closing Question (optional)
6. How Culture Speaks to Us Questions
7. About Culture
8. Evaluation –Likes and How Abouts-(or use handout)
9. Directions for various activities (optional)

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Agenda

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(Insert Timeframes)

(Insert date and place)

Total Estimated Time 60-120 minutes

1. Welcome and Introductions 5-15 mins

Overview of the In-service

Optional icebreaker

2. Warm-Up - Birthday Line-Up 20-30 mins

Staff use non-verbal communication skills to line up according to their birthday

3. How Culture Speaks to Us 25-30 mins

Small group discussion and round robin on how culture affects communication

4. Closing-Imagine You Are A WIC Participant?

10-15 mins

Discussion of application in WIC

5. Evaluation 5 mins

Likes and how abouts or complete evaluation form



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1. Welcome and Introductions

Leader's Notes

Location: Circle

Time: 5-15 minutes depending upon if icebreaker is included

Purpose: To introduce the in-service and look at the agenda

Directions: Post agenda.

Introduce yourself and share a little about the purpose of the in-service. Say that "Today we will be looking at how culture matters to the work we do at WIC and how it affects communication and customer service."

If you are using an icebreaker (not included), give the directions.

Refer to the posted agenda and pass out the workbook, if you are using one. Review the agenda together and encourage discussion.

Handouts: Agenda or trainee workbook

Flipchart: Agenda

- a. Listen to this brief overview of our in-service today.
- b. What interests you the most? What questions do you have?

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2. Warm-Up: Birthday Line Up

Leader's Notes

Location: Room with space for conducting Birthday Line-Up without major obstructions (a blank wall works well)

Time: 20-30 minutes depending upon the size of the group and how you structure the discussion

Purpose: To help staff network with one another and to demonstrate the role of non-verbal communication with people from a variety of cultural backgrounds.

Directions: Decide on your processing questions (examples appear at the end of this leader's note section). Prepare your flip charts and post the January 1 flip chart on one end of a wall and December 31 on the other end.

Say that, "The purpose of this activity is to show how dependent we are on language and body language to help us communicate. We will be doing an activity called Birthday Line-up."

Step 1- Let staff know they will not be able to talk, mouth words or use their hands for sign language. They will have to think of a new way to communicate with each other. Show them the signs with January 1 and December 31.

Step 2- Say, "You must line up according to your birthday month and day-NOT YEAR. Again, as a reminder, you cannot talk, sign, or write anything down."

Give them 3-4 minutes to get in a line. Watch to see what happens-notice who establishes a pattern and how others follow the pattern and what problems come up. Expect some laughter.

Step 3- After everyone has lined-up, have them call out their birthday-month then day. Make any changes to move anyone who is not in the right place.

Step 4- Ask them to stay in line while they talk about what happened. You can use a flip chart with the questions posted (but not revealed to the end) or just throw the questions out. Use the closing question to bring the activity to a close.

Materials: tape or way to hang up flip chart signs

Flip Chart:

- Birthday Line-Up Flip Chart-January 1 on it; another with December 31;
- Birthday Line-Up Questions
- Closing Question (Optional)

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Possible Birthday Line-Up Discussion Questions:

- What took place to get in this order?
- How did you communicate with each other?
- What information, if any, did you already have about any of the group members? How did this help you?
- What would have made this activity easier?

Closing Question

- How would you relate this activity to working with people from different cultures?

Facilitation hint:

After processing, start with the first person, count off by the number of small groups in the next activity. (usually 3)

- a. We are going to do an activity together about non verbal communication. During this activity, you may not talk, mouth words, use sign language, or write anything down.
- b. On the wall are two signs, one says January 1 and one says December 31. Remembering the directions not to speak, line up according to your birthday- the month and day, but not the year.
- c. Now that you are lined-up, let's go from January 1 all the way through to December 31 and make sure we are in the correct order. If we are not, we will move until we are in the right order.
- d. Now that you have done this, think for a moment about what happened. Let's talk about how you would relate this activity to working with people from different cultures (or answer the questions on the flip chart).

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3. How Culture Speaks to Us

Leader's Notes

Location: Tables (or semi circle of chairs) with flip chart posted

Time: 25-30 minutes

Purpose: To consider how culture affects our communication with others.

Directions: Post the Flip Chart with the "How Culture Speaks to Us" questions for each group (listed below under flip charts) near the table for each group or place the group's flipchart on their table or post the flip chart in front of a semi circle of chairs.

Explain the directions for this activity, saying that each group will get a few questions to answer and then to share their responses with the larger group. They will need to: decide who will be the recorder and who will be the spokesperson. They will have about 10 minutes to discuss the questions, about 5 minutes to prepare their responses, and another 5 minutes to share their thoughts in a round robin.

Flip Chart:

Flip charts with "How Culture Speaks to Us?" questions for each group:

Group 1 - How have you noticed that non-verbal communication differs from culture to culture? Give some examples.

Group 2 - How do cultural behaviors affect working with WIC families? How do cultural behaviors affect working with each other? Give some examples.

Group 3 - What roles do you see cultural communication playing in individual education or group education? Give some examples.

Directions for the activity with times (optional)

Materials: Markers, tape

Handouts: About Culture or handbook, if using

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- b. Let's get in our discussion groups. Now, each group will discuss the questions that are given to them. You will need to pick a person to write your ideas down and someone to be a spokesperson for the group. You do not have to agree about everything, just list as much information as you can.
- c. Let's hear from every group about their discussion. What would you add to what they said?
- d. Let's look at the information "About Culture". What are your thoughts about it, based on your discussion today.

About Culture

Race and ethnicity are often thought to be major parts of culture.

Yet the definition of culture is actually broader than this. People often belong to one or more subgroups that affect the way they think and how they believe. Factors such as geographic location, lifestyle, and age are also important in shaping what people value and hold dear. There is more to culture than just what we see.

A cultural group consciously or unconsciously shares values, norms, symbols, and ways of living that are repeated and transmitted from one generation to another.

Health care beliefs and practices can be changed by time and new information; our practices may be very different from our parents or may be the same.

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4. Closing-"Imagine You Are A WIC Participant"

Leader's Notes

Location: Circle

Time: 15-30 minutes

Purpose: To reflect on the discussion about culture and communication

Directions: Summarize the discussion so far. Then ask staff to imagine they are a WIC participant going to a WIC clinic for the first time. Have them pair off to talk about it and then throw out to the large group, the closing question "What would you do to help the participant feel more comfortable?"

Flipchart: Directions for activity (optional)

Facilitation: Weave into the discussion or summarize at the end---- different people have different ideas on what culture is. Raising awareness of our own perception and the definition of culture is one of the first steps in becoming culturally competent.

This activity can also be conducted a guided imagery if you have time. You can quietly ask staff to close their eyes, and have them imagine they are a WIC participant.

- a. Imagine you are a WIC participant going to a WIC clinic for the first time ever and hearing terms you have never heard, in a language that is different from your first language. In pairs, talk about What would that be like?
- b. In the large group, let's discuss what would you do to help the participant feel more comfortable in the clinic, in terms of nonverbal communication?

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5. Evaluation

Leader's Notes:

Time: 5 minutes

Purpose: To evaluate the in-service and suggest ideas for improving future in-services

Directions: Post chart paper and distribute post-its. Ask staff to reflect on the in-service and provide feedback about what went well and suggestions to improve future meetings.

Flip Charts: Have two flip charts:

- "What I liked"
- "How Abouts?"

Materials: Post its and markers

- Think about today's in-service. "What I liked?" and "How Abouts" for the next in-service.
- Post your answers on the flip charts. Thank you for participating today.